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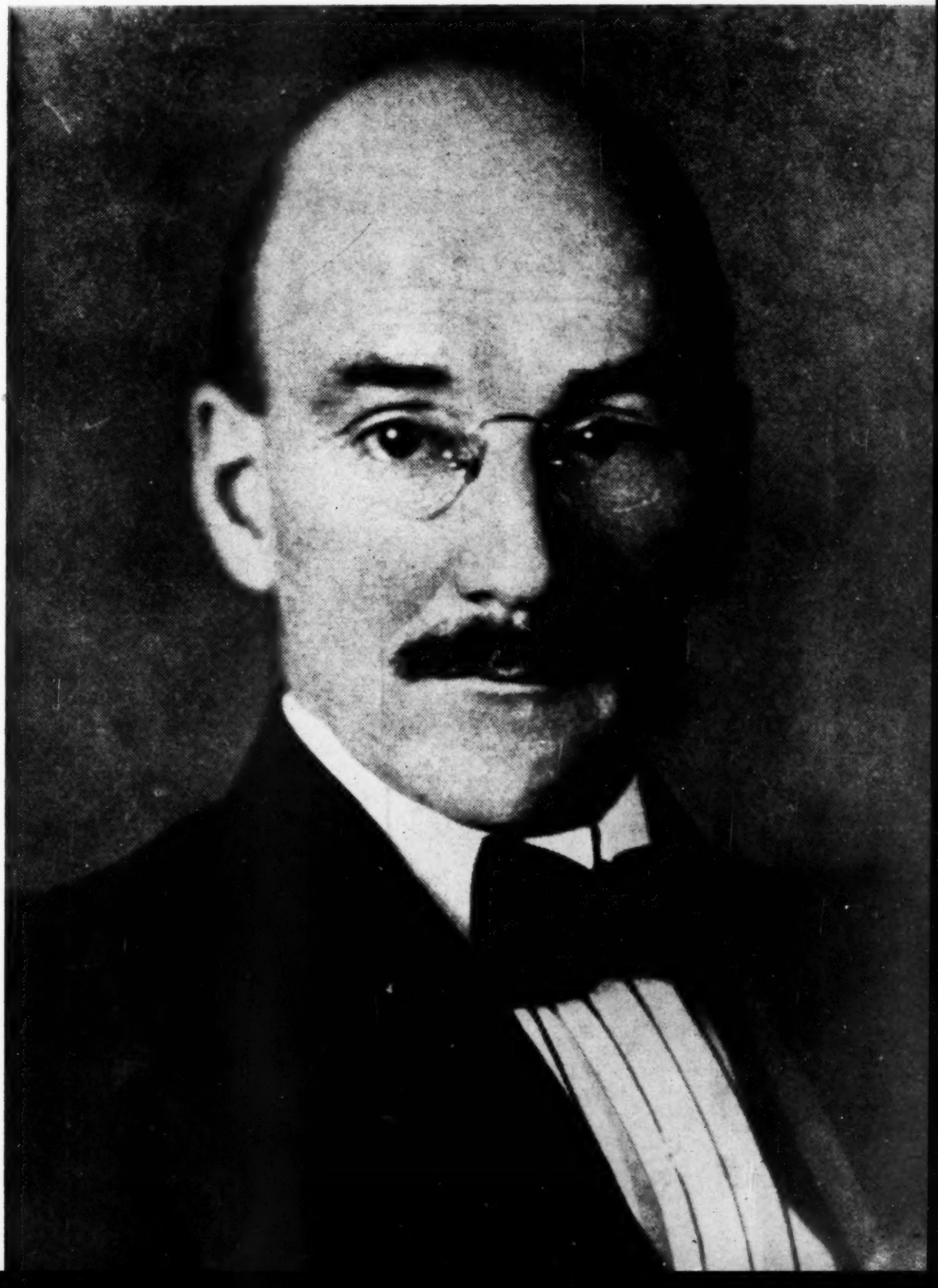

**Summer Activities For Mentally Retarded**
Andrew T. Sember

**In Memoriam Dr. Goddard**

**Summer Camping With Retardates**
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**Method For Measuring Educability**
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COVER: The late Dr. Henry H. Goddard.

The Training School Bulletin is published by The Training School, Vineland, New Jersey. It is open to original articles dealing with the aspect of mental retardation. The Editors will consider for publication the following types of material:

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# A Critique of Summer Recreational and Crafts Activities for Mentally Retarded Children[1]

ANDREW T. SEMBER

The problem was to design a Summer Recreation Program for a large group of mentally retarded children with a wide range of chronological ages. Working within the broader framework of developing the "whole" child, this program of "recreation for retardates" had to first fulfill the basic responsibilities to the children and to the parents, and secondly, attempt to answer certain needs.

These needs were set as goals and are here listed, not necessarily in order of importance:

1. To provide enjoyable activities which would have meaningful experience for the children.
2. To develop skills in new activities which would have a high degree of carry-over value.
3. To develop skills in activities which would provide a source of pleasurable relaxation and accomplishment.
4. To develop interest in activities which would provide students with a greater appreciation of both the activity and the performer by means of participation.
5. To give the children an outlet for their latent energy through physical activity with the attitude in mind that "active children are happy children" and that many of the behavior problems existing in children are the result of idleness.
6. To develop the body in strength and endurance: the child who is physically fit will function at his full mental capacity.

The cottages were grouped into playgrounds, each playground consisting of cottages of close chronological and mental ages. The Recreation Leaders and Assistants planned for a nine week period. The Recreation Leaders were required to have completed at least six semesters of undergraduate work in Physical Education and Recreation. The assistants were required to be at least high school graduates who intended to pursue a higher education; namely, that of Physical Education and Recreational degrees. Each applicant was oriented to his respective type of position. The basic requirement was that of an interest in and a capacity for patience and understanding of retarded children. An accurate record of the successes and the failures of the projects and activities which were presented by the playground instructors was kept.

Throughout the nine week period, the instructors were guided and assisted by the Playground Director, a person with long experience in the field of Physical Education for retardates.

### Playground Number One

Girls ranging in chronological age from 5 to 11 years, mental ages from 2 to 6 years.

Boys ranging in chronological ages from 5 to 12 years, mental ages from 2 to 7 years.

Nursery group. The Instructor was required to demonstrate everything and was able to utilize very little verbal explanation. The "Story Hour" proved to be the best method of gathering the children together for group play.

### Playground Number Two

Boys ranging in chronological ages from 11 to 15 years, mental ages from 4 to 10 years.

Primary group of boys. Many of these children were hyperactive with multiple handicaps. Games and activities were simplified and modified to fit the group. The attention span of this group was short; consequently, it was necessary to vary the activities.

### Playground Number Three

Girls ranging in chronological ages from 12 to 21 years, mental ages from 5 to 12 years.

A very active teen-age group of girls. Very little alteration or simplification of games was necessary. However, it was necessary that the pace of teaching be slow, utilizing a great deal of demonstration and very little verbal explanation.

### Playground Number Four

Boys ranging in chronological ages from 14 to 22 years, mental ages from 5 to 10 years.

A very active group of teen-age boys. This group was interested in physical activity. Very

little alterations of the games which were taught were necessary. However, it was necessary that the pace of teaching be slow, utilizing a great deal of demonstration and very little verbal explanation. This group accomplished the learning of many games in which they are now able to participate without supervision.

### Playground Number Five

Boys ranging in chronological age from 10 to 14 years, mental ages from 6 to 11 years.

Group of boys capable of performing a great number of physical skills. As a whole, this group had normal, or only slightly sub-normal coordination physically. The instructor's greatest problem was that of developing habits of fair play and sportsmanship, teaching the boys to work together as a team, developing and sustaining their interest in the physical activities which were presented to them and teaching the rules of the games to the boys. Very little deviation from the normal teaching procedure was necessary.

### Playground Number Six

Girls ranging in chronological ages from 16 to 35 years, mental ages from 4 to 8 years.

Group of older girls with lower mental ages. Many alterations in the method of teaching the games which were presented were necessary. It was necessary that physical activity be held at a minimum level. Participation in so-called "quiet" games was the ultimate goal.

### Playground Number Seven

Boys ranging in chronological ages from 10 to 25 years, mental ages from 3 to 8 years (mongoloid group).

Boys ranging in chronological ages from 20 to 55 years, mental ages from 3 to 10 years.

This playground consisted entirely of mongoloid children and of the elder boys with a low I.Q. It is the opinion of the staff that the results achieved by this group were remarkable and that the method of accomplishment was unique. Although these children required supervision in all activities, the fact remains that accomplishment was easily discernible. Activities of a suitable nature were accomplished. The activities were not successful in the case of all the children. However, a majority participated; the remainder were spectators.

### Crafts

Many varied activities were presented. In all cases, it was necessary for the instructor to work with groups which were small in number and to fit the activity to the ability of the group which was participating. Classes which were an hour and a half in duration were set up to comply with the maximum attention span of the group. Only a few activities in numerous classes sustained the interest of the group.

### Pool

Beginning and intermediate swimming classes were held daily from 9:00 a. m. to 11:45 a. m. The classes were one-half hour in length and were necessarily confined to small groups (four children to a class). The afternoons were reserved for recreational swimming sessions, each session being one hour in length. Those groups with like ability gathered together for lessons. However, the recreational swimming in the afternoon was devoted to large, mixed groups. Very little was accomplished in the area of strokes (side stroke, crawl and elementary backstroke) due to the fact that the children immediately turned their attention to diving when they had mastered the art of swimming in the deep end of the pool.

A Water Carnival was held and many of the children passed the Red Cross Beginner's Test.

### Special Events

In addition to the formal activities presented on each playground and in the areas of Pools and Crafts, many other special events were planned and carried out during the summer. The School bus was utilized for numerous trips and outings, and special entertainment in the Assembly Hall was offered to the children on designated evenings. Also listed among the special events was the Water Carnival.

### Conclusions

1. Retardates are capable of participating in and benefiting from a planned summer recreation program. They derive the normal benefits of good sportsmanship, fair play, acceptance by peers, development of emotional control, development of neuro-muscular skills, qualities of leadership and organic fitness.
2. Normal activities and games can be used if simplified or altered to fit the capabilities of the participants. (See Supplement.)
3. Competition for the sake of winning must be minimized, and pleasure in participating must be magnified.

### Observations

1. A gratifying sense of accomplishment is felt when, upon touring the campus, students are seen organizing and participating in games which were taught during the Summer Camp Program.

2. On all trips, such as those to the Philadelphia Zoo, the Phillies' ball park, and Parvin State Park, it was noted that the children were warmly welcomed and genuinely accepted by the general public with whom they came in contact. This increasing awareness and understanding of the retardate by society is an encouraging sign and does much to make the retardate relax, "feel at home," and enjoy himself.

3. While "recreation for retardates" is still far from being completely satisfactory as a formal program, the growing interest in the field and the progress made in recent years argues well for great confidence in the future.

## SUPPLEMENT

A list of successful and unsuccessful activities including desirable modifications

### PLAYGROUND NUMBER ONE

Successful Activities:

1. Follow the leader
   a. Jumping
   b. Jump and Hop
   c. Hopping
   d. Duck Walks
   e. Rabbit Hop
   f. Crab Walk
   g. Gallop
2. Games
   a. Drop the Handkerchief
   b. Musical Chairs
      (1) Formed circle around chairs. When instructor clapped hands, everyone ran for a seat. This was repeated several times until the students learned to rush to their seats.
      (2) Added a familiar song which they sang as they walked around the chairs while waiting for the instructor to clap her hands.
   c. Railroad Train
      (1) Chose engines and cars.
      (2) Discussed noises which trains make.
      (3) Had engine "chug" around group, adding cars until all the children were participating.
   d. Bean Bag Throwing
      (1) Demonstrated and taught them how to throw in an overhand manner.
      (2) Allowed each child to throw for distance.
      (3) Placed children to retrieve.
      (4) Entered a can or basket and allowed children to throw for accuracy.
   e. Circle Singing Games — Most elementary Circle Singing Games can be used; the following were a few successful ones:
      (1) Ring Around the Rosie
      (2) Mulberry Bush
         A. Sang personal chores; for example, "This is the way we brush our teeth, comb our hair, etc."
      (3) Farmer in the Dell
      (4) Loopy Loo
         A. Circle formation.
         B. Taught children right and left hands and feet. This was very difficult for the instructor.
      (5) London Bridge
   f. Tumbling
      (1) Instructor demonstrated.
      (2) After demonstration, each child was allowed to try with the instructor's help.
      (3) This group accomplished the forward roll, the backward roll and the side rolls.
   g. Calisthenics
      (1) Instructor demonstrated.
      (2) Pupils then tried the exercise.
      (3) This group accomplished body bends, side bends, wood chopping, running in place and hopping in place.
   h. Stories (These aided in getting the group together.)
      (1) Story Hour on any playground is successful, but this group had to be told the story. It was an aid in telling the stories when the instructor had pictures to illustrate the story for the group.

i. Walks

(1) The children in this group held hands and walked about the campus, visiting points of interest; for example, pet areas where there were goats, chickens and sheep and also the barns and the greenhouse. In the pet areas, the instructor explained each animal and also each area which was visited.

j. Swimming

(1) This group was taken to the wading pool each afternoon. It was necessary for the instructor to go into the pool with them and hold their hands. The groups had to be kept small in number and each group consisted of 4 or 5 children with an instructor. Each group played circle games. This procedure greatly aided the children in overcoming their fear of the water. They were taught to submerge their faces in the water and to blow bubbles. Blowing bubbles gave them breath control.

k. Rhythm Band

(1) The children were given instruments for a Rhythm Band. The instructor felt that this would be a very exciting activity for the children. Unfortunately, the instruments arrived very late in the Summer Camp Season and very little was accomplished in this area.

Unsuccessful Activities:

1. Any type of "tag" game was unsuccessful. The children did not understand that it was distasteful to be "it".

2. Marching. The instructor wasted numerous hours attempting to teach the children the difference between their left and right feet but finally gave up this type of instruction.

3. Kick-Ball (lead-up game for softball). The instructor wasted numerous hours in demonstrating and explaining this type of game. No formal game was organized, although the boys especially enjoyed running and kicking the ball in an unorganized manner.

PLAYGROUND NUMBER TWO

Successful Activities:

1. Follow the Leader
   a. Jumping
   b. Jump and Turn
   c. Hopping
   d. Duck Walks
   e. Rabbit Hop
   f. Crab Walk
   g. Gallop
   h. Running
2. Fundamental Ball Activities
   a. Different sizes of balls utilized.
   b. Various skills of throwing, catching, kicking and bouncing were practiced.
3. Train
   a. An engine was picked and students were instructed in noises which a train makes. Then the "train" would wind in and out around the trees at the play area.
4. Games
   a. Drop the Handkerchief
   b. Bull in the Ring
      (1) A circle was formed and the children held hands.
      (2) One boy was placed inside the circle. He then attempted to get out of this circle by breaking through the hands. In this game, it was necessary for the instructor to observe the proceedings closely so that the game did not become too rough.
   c. Object Hunt
      (1) Children covered their eyes.
      (2) The instructor told the children what they were to look for and then hid the object. The instructor aided the children in their search by calling out "hot" or "cold" as they approached or moved away from the location of the object.
   d. Guessing Games
      (1) The instructor hid a button or a stone in one of the children's hands. Then all the children would sit in a circle and each child in the circle would pretend to have the button or the stone in his possession. Then the instructor would point to one of the children, indicating that the child should attempt to guess correctly which one of the others had the object in his hand.

e. Parades
   (1) This group utilized tricycles, scooters and wagons, etc., with which they formed parades in their area. The instructor supervised the forming of the parades and assisted the children in riding their vehicles.

f. Singing Games
   (1) While bouncing the ball, the children sang "One, Two, Three, O'Leary".
   (2) Loopy Loo
   (3) "Did You Ever See a Lassie?"
   (4) Three Little Indians

g. Wrestling
   (1) The instructor wrestled gently with the more capable performers.
   (2) Two boys were allowed to wrestle, while the others participated as observors.

h. Tumbling
   (1) The instructor demonstrated.
   (2) The group attempted to perform the stunts with the aid of the instructor.
   (3) The group learned the forward roll, the backward roll, side rolls and shoulder rolls.

i. Walks
   (1) The group engaged in numerous hikes about the grounds and visited points of interest; for example, the barns and the livestock, the animals and the greenhouse, etc.

j. Calisthenics
   (1) The instructor demonstrated each exercise.
   (2) The pupils individually attempted each exercise which the instructor had demonstrated.
   (3) The pupils did each exercise as a group.
   (4) The group learned body bends, deep-knee bends, side bends, running in place, wood chopping and hopping in place.

k. Swimming
   (1) Each morning, the group was taken to the large swimming pool for a half-hour swimming lesson. The classes were small in size, consisting of 4 or 5 children under the supervision of an instructor.
   (2) The entire group of children overcame all fear of the water and learned breath control. Four of the students passed the Red Cross Beginner's Test. They were given pens and cards.
   (3) It was necessary that the swimming instructions be given to classes which were small. Constant demonstrations by the instructor were also necessary.

Unsuccessful Activities:

Any complicated activity which required a long and sustained attention span proved to be unsuccessful with this group.

## PLAYGROUND NUMBER THREE

Activities which were successful with several of the girls, but not with all:

1. Active Games
   a. Badminton
      (1) The instructor outlined the basic points of the game, the manner in which the racquet should be held and how to hit the "birdie".
      (2) The instructor demonstrated the serve.
      (3) The students were allowed to volley hit the "birdie" over the net, counting the number of times the "birdie" crossed the net.
      (4) The instructor found it difficult to teach the girls to score properly but she did accomplish a variation of the game by giving the opponent in the game a score when the "birdie" was missed or when the other participant in the game failed to return the "birdie" across the net.

   b. Dancing
      (1) Square Dancing. The girls were taught the fundamentals of the dance; for example, the swing, do-si-do, promenade, square the set and the Grand R and L.
      (2) The instructor had the pupils walk through the figure of the whole dance.
      (3) The pupils listened to the music.
      (4) The pupils danced to the music slowly and then at a normal rate of speed.

c. Softball
   (1) The instructor demonstrated the proper method of holding the bat and swinging at the ball.
   (2) The instructor explained and demonstrated the proper positions.
   (3) Each pupil was allowed a specific number of attempts at the bat.
   (4) The various positions were rotated.

d. Stunts
   (1) It was necessary for the instructor to demonstrate and to explain the activity fully.
   (2) With the aid of the instructor, each child was allowed to attempt a stunt.
   (3) The group accomplished the stiff-knee walk, bicycling, centipede, bouncing ball and human ball.

e. Tumbling
   (1) It was necessary for the instructor to demonstrate.
   (2) With the aid of the instructor, each child attempted this activity.
   (3) The group accomplished the forward roll, the backward roll, the cartwheel, double rolls and side rolls.

2. Quiet Games
   a. Board Games
      (1) Puzzles
      (2) Card Block Building
      (3) Quiz Games
   b. Puppets
      (1) The girls made their own puppets from paper bags and colored the faces.
      (2) They cut a hole in the finished product for finger use to manipulate the puppets.
      (3) They used the puppets to illustrate and to act out nursery rhymes.
   c. Story Reading
      (1) The girls sat in a circle.
      (2) Individual girls were allowed to read to the group.
   d. Walks
      (1) The instructor divided the group into partners.
      (2) The girls walked to points of interest on the grounds; for example, the greenhouse, the barns where there were sheep and goats, etc.

Activities which were successful with all the girls:

1. Active Games
   a. Swimming
      (1) In the morning, all the girls received swimming lessons; in the afternoon, all the girls enjoyed recreational swimming at the large pool. Six girls passed the Beginner's Test.
   b. Basketball
      (1) The group was instructed in the fundamentals of the game.
      (2) The group played "Keep Away", a variation game in basketball.
      (3) The rules of the game were explained to the group and the girls who had a greater capacity for learning attempted participation in the game. Crude games were devised and played.

   Calisthenics
      (1) The girls were interested in exercises which would cut down their weight.
      (2) The group learned body bends, side bends and various reaching and stretching exercises, etc.

   d. Ball Games
      (1) The instructor used a volley ball and explained the game to the group.
      (2) The girls were placed in a circle to attempt a game.
      (3) Dodge Ball was accomplished.

2. Quiet Games
   a. Bingo
      (1) The instructor found this game very successful in teaching numbers.
      (2) The winner of each game was allowed to call the next game.
   b. Singing Games
      (1) The group had to be taught the words of each song.
      (2) The group was taught movements to Loopy Loo, Mulberry Bush, Paw-Paw Patch and the Bunny Hop.

Unsuccessful Activities:

1. Dancing
   a. The girls could not follow in the Polka and the Two-Step.
2. Jumping Rope
   a. The girls were not coordinated.
3. Marching
   a. Much time was wasted in attempting to teach the girls to differentiate between their right and left feet.

4. Relay Games
   a. Most of the girls did not derive any excitement from the Relay Games; consequently, the games were dropped from the agenda.
5. Volley Ball
   a. The girls could not grasp the idea of volleying. A lighter weight ball had to be used in order to start the game. It was found that the process of bouncing the volleyball across a short net could be used; however, the formal version of the game was not successful.

PLAYGROUND NUMBER FOUR

Successful Activities:

1. Horse Shoes
   a. It was necessary for the instructor to demonstrate and to explain the method of scoring.
   b. The pupils then attempted to participate in the game. The instructor assisted the participants until the game progressed to a point where it could be conducted without supervision.
2. Basketball
   a. The instructor demonstrated the fundamentals of the game; for example, dribbling, shooting and passing. The group practiced and attempted to master the fundamentals.
   b. Combining the various fundamentals in order to play a game was never successfully accomplished. However, very crude versions of the game were organized.
3. Softball
   a. The instructor demonstrated the fundamentals of batting, fielding, catching and throwing.
   b. The group then attempted to play a game, but it was necessary to stop the game in order to discuss base running.
   c. After the theory of base running was explained, the boys developed a fair degree of proficiency in the game.
4. Tumbling
   a. The instructor gave the group lead-ups such as duck walks and seal walks, etc.
   b. Higher skills such as forward rolls, backward rolls, diving forward rolls and side rolls were accomplished.
5. Kick-Ball
   a. Using a volley ball or a soccer ball, the instructor demonstrated and explained the bases and the procedure of the games.
   b. Kick-Ball was the lead-up game which taught the group base running and fielding necessary for softball.
6. Relay Games
   a. Simple relays using numerous walks were taught. Ball handling was used.
   b. These relays taught the group a feeling of unison and a sense of pattern following.

Unsuccessful Activities:

1. Baminton
   a. The students were taught the fundamentals of holding the racquet, serving and hitting the "birdie".
   b. The volleying and score keeping were difficult for the students. Only a small minority developed any skill in the game. A simpler version of the game was accomplished.

PLAYGROUND NUMBER FIVE

Successful Activities:

1. Softball
   a. Lead-up games such as Indian Ball, "500" and Scrub were used.
   b. This group developed a fair degree of proficiency in softball. The games which they played were on a par with normal games on a normal playground.
2. Tumbling
   a. This proved to be a very successful activity with this group.
   b. The group developed proficiency in forward rolls, backward rolls, shoulder rolls, diving forward rolls, head stands, and pyramids.
3. Badminton
   a. The boys were taught grip, volleying and serving and developed a fair amount of proficiency in the game.
   b. Because the usual method of scoring was difficult for the boys to comprehend, a variation of the scoring was necessary.
4. Basketball
   a. The group successfully learned the fundamentals of basketball, and the games and relays in which these fundamentals were utilized were exceptionally successful.

b. The group played a crude game of basketball and enjoyed the sport very much.

5. Volleyball
   a. The fundamentals of serving and volleying were taught to the group.
   b. Because the group did not develop a suitable degree of proficiency in the game, no formal versions of the game were successful or interesting. Variations of the game were successful, e. g., bouncing the volley ball over a low net.

6. Croquet
   a. This game was successful in that the group learned the game and were able to devise their own course for playing.
   b. The attention span of the group weakened. Supervision was necessary in order to intervene in quarrels.

7. Horse Shoes
   a. The group learned the fundamentals of the game rapidly and were able to play it with a fair degree of proficiency.
   b. Horse Shoes proved to be much the same as the game of Croquet in that the game was not active enough and that the attention span of the group weakened. Supervision was necessary in order to intervene in quarrels.

8. Swimming
   a. In the morning, this group received a half hour of swimming lessons; in the afternoon, they enjoyed recreational swimming.
   b. The boys responded well to instructions in the water, but it was necessary that the classes be small, consisting of 4 or 5 children per class.
   c. The pool was their area of greatest interest.

This group wanted and needed physical activity. Their interest lagged when any game which did not challenge their physical stamina was attempted.

PLAYGROUND NUMBER SIX

Successful Games:

1. Active Games
   a. One-Base Softball
      (1) Girls were placed in positions with the instructor at the bat.
      (2) The instructor demonstrated and explained the game.
      (3) Once the idea of the game was understood, the girls were allowed to play the game. It was necessary that the instructor pitch until the girls had become competent at pitching.
      (4) This proved to be a very successful activity on this playground. Near the end of the Summer Course, the girls were observed organizing their own games and participating in them.
   b. Basketball
      (1) The instructor demonstrated the shooting of the basketball at the basket.
      (2) The girls derived a sense of accomplishment from shooting at the basket, especially when the ball would drop through the hoop.
      (3) No formal game of basketball was ever attempted.
   c. Bean Bag Throwing
      (1) In this game, a board with a face painted on it and holes in the board which indicated numbers was provided. The bean bags were tossed at the board. The girls were able to score their own games. Enjoyment from participation was accomplished.
   d. Quoits
      (1) It was necessary for the instructor to explain and to demonstrate the game. However, the stakes were placed closer together than they usually are for normal games.
      (2) The pupils were able to grasp the idea of the game, but it was necessary for the instructor to referee and to score the games.

2. Quiet Games
   a. Board Games
      (1) Dominos
      (2) Old Maids
   b. Walks
      (1) The children walked as partners.
      (2) The children sang while walking.
      (3) The children visited points of interest on the grounds; for example, the greenhouse, the barns, goats and sheep.

c. Songs
   (1) Group singing was accomplished with these children.
   (2) Singing was a very successful activity with this group.

d. Stories
   (1) The instructor read stories to the group.
   (2) Attempts at acting out the stories were slightly successful.

e. Coloring
   (1) The students enjoyed the coloring books. This activity was very successful with the older groups of girls.

Activities which were successful with some of the girls:

1. Swimming
   a. Only seven of the girls accomplished any degree of proficiency in the water. The remainder of the group enjoyed the cooling effect of the water, but the instructors were unable to do any formal teaching
   b. It is our opinion that the majority of the group had already had a deep-seated fear of the water. This fear was difficult to overcome.

PLAYGROUND NUMBER SEVEN

1. Croquet
   a. Wickets were painted a bright color and lime was used to mark off the course in order to aid the participants in following the prescribed procedure.
   b. After a while, a few students could play the game when the lime was not used for marking. However, the greatest success was achieved when the route was marked.
2. Horse Shoes
   a. It was necessary that the instructor demonstrate the game and that he stress the importance of safety.
   b. A modified version of the game was organized due to the fact that scoring was very difficult for the group.
3. Basketball
   a. The instructor demonstrated shots.
   b. The boys derived satisfaction from taking turns at the basket. A great deal of applause and cheering was heard when the boys were successful in shooting at the basket, dropping the ball through the hoop.
4. Softball
   a. The instructor started out with One-Base Kick-Ball and continued to add a base at a time until all the students understood the fundamentals of base running. (A volley ball was used.)
   b. The second step was that of using a volley ball and a bat. (The volley ball was used because the students had a fear of the smaller softball.) Some of the students found it difficult to hit the volley ball when it was pitched; consequently, the instructor rolled the volley ball for them.
   c. The third step was that of the introduction to a very soft softball.
   d. Many of the group now play either a variation of the game or a crude form of the game itself.
   e. The results of the game were most gratifying in the respect that the entire group of boys proved to be interested spectators and cheered wildly at the softball games between the employees of The Training School and local service clubs. (These games were held for the enjoyment of the students.)
5. Relay Games
   a. Ball-passing relays were accomplished; the students developed an enthusiastic attitude towards competition.
   b. The relays accomplished were Over and Under, Between Legs, Over the Head, Roll Ball between Legs and Kangaroo Hop.
6. Tumbling
   a. The instructor demonstrated simple stunts such as the duck walk and side rolls.
   b. The instructor demonstrated more difficult stunts such as the forward roll, shoulder rolls and the backward roll.
7. Badminton
   a. The instructor demonstrated grip, serve and volley.
   b. The students found it difficult to accomplish a volley and easily lost interest in continuing the game.
8. Volley Ball
   a. The instructor found it necessary to vary the game until it had become a basic variety of bounce volley ball over a low net.
   b. A lighter weight ball was necessary as the boys seemed to have a fear of the heavier volley ball approaching them in the air.

The unsuccessful activities in this group were those which required highly coordinated motion, complicated scoring and sustained physical exertion.

## CRAFTS

Successful Projects:

1. Basketry (successful with older girls and boys.)
2. Decorated combs (silver dust and small sea shells were pasted on the combs.)
3. Pin Wheels.
4. Stringing beads and making bracelets.
5. Leather crafts (pocket books and comb cases were made.)
6. Coat hangers were made into book ends.
7. Wool dolls.
8. Puppets.
9. Beanies were made from forms of sponge rubber.
10. Stick men and decorating corks.
11. Decorative plant holders were made by winding cord around small tin cans.
12. Coasters.
13. Lanyards.
14. Potholders.
15. Yarn Plaques.
16. Colored Sand Pictures.

It is our opinion that all Crafts projects of an elementary level which are taught to normal children can also be accomplished with our children. It is only a matter of patience in teaching and sustaining the interest of the children.

## SPECIAL EVENTS

1. The following trips and outings were enjoyed:
   a. Each playground group enjoyed a picnic at Menantico, a tour of the farm, swimming and doggie roasts. They returned to the campus in the evening.
   b. Each playground group had an educational trip to the Philadelphia Zoo, a picnic lunch, a tour of the Zoo. They returned to the campus in the evening.
   c. Certain playground groups journeyed to Parvin State Park and enjoyed hikes along the many nature trails at the park.
   d. Certain playground groups journeyed to "Story Book Land" for a tour of the grounds and a picnic lunch. They returned to the campus in the evening.
   e. Certain playground groups journeyed to the Lazy "R" Ranch for an afternoon of pony rides.
   f. Certain playground groups journeyed to Palatine Park for picnics, row-boating and hiking. They returned to the campus in the evening.
   g. Certain playground groups enjoyed a trip to Philadelphia to see the "Phillies" and the "Giants" play an afternoon game.
   h. A total of 2,072 miles was traveled by bus in the transportation of students during the summer.
2. Special entertainment was available each Wednesday evening in the Assembly Hall:
   a. A local orchestra provided a concert one evening.
   b. Two evenings were spent on Fun and Stunt Nights, at which time each playground group presented a portion of the program.
3. Employees of The Training School played softball against local service clubs to provide entertainment for the students.
4. As a final program, each playground group presented portions of the activities in which they had engaged during the summer. Awards were given to students for outstanding behavior and accomplishments during the summer.
5. A Water Carnival was held at the pool. The Carnival included:
   a. Competitive swimming races; 20 yard races.
   b. Novelty Races.
      (1) Ball Race: A boy or girl held a ball in front of them with their hands, while they swam across the pool by kicking their feet.
      (2) Egg and Spoon Race: A hard-boiled egg was placed on a spoon and the participant held this in his hands while he walked across the shallow end of the pool. (This activity was for non-swimmers.)

(3) Comic Book Race: (Good swimmers needed in this activity.) Holding the comic book above the water, the participant swam from one end of the pool to the other. The winners were judged by the driest book, plus their positions at the finish of the race.

(4) Marshmallow Race: (This can be used for either good swimmers in the deep end of the pool or for non-swimmers in the shallow end of the pool.) Contestants were required either to swim or to walk towards the marshmallows and, without using their hands, to grasp the marshmallows in their mouths; they were then required to swim or to walk back to the starting line.

c. Diving Contest

(1) Only the best divers participated. They were required to execute 3 specific dives and 2 optional dives. The contestants were judged on their ability and form.

d. Underwater Swimming Contest

(1) The participants were required to swim underwater for distance, one at a time.

e. A greased watermelon was used in the final swimming activity, with a representative of each cottage in the contest. The contestant who managed to get the watermelon to the side of the pool won it as a treat for his cottage.

6. Each Saturday afternoon and evening, movies were held for the entire student body.

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1. The program reported here was developed at The Training School, Vineland, New Jersey, and covers the period from July 1 to September 1, 1957. The summer recreation staff included: Mr. A. T. Sember, Cottage Supervisor; Mrs. H. D. Stone, Mrs. Jacqueline Stone, Mr. John Welch, Unit Leaders; Mrs. E. B. McCarthy, Playground Director; Miss Barbara Hesson, Miss Roberta Churchill, Miss Mary Jo Pontzer, Mr. Larry Gocello, Mr. John Jurrick, Mr. A. Walsh, Mr. Ronald Smith, Playground Instructors; Miss Donna R. Myers, Mr. Paul Rusko, Swimming Instructors; Miss Judith Linn, Crafts Instructor.

# In Memoriam

In any age in every land are born and live men destined to pioneer. They trod where paths are not yet found; they search where there are not even words to describe their findings; they struggle against the unknown with mighty heart and unceasing effort.

Such a man was the late Dr. Henry Herbert Goddard, who passed away at the age of 90 on June 18, 1957. His were the pursuits of the pure adventurer, the interests of the devoted scientist, the humbleness of one dedicated to serving his fellow man.

From his early teaching days at the University of Southern California where his energies and talents covered such diverse fields as teaching Latin, botany and math as well as organizing the first Trojan football team, through years of teaching, lecturing, studying, and writing, Dr. Goddard worked brilliantly at his chosen field of psychology specializing in the area of a-typical children and juvenile delinquency.

It was as founder and director of the first research laboratory for the psychological study of the feebleminded at The Training School at Vineland that he gained international recognition and made the first of his many outstanding contributions to the then little known area of mental deficiency.

Described by one colleague as the "scientific brain with a human touch," it was under Dr. Goddard's direction and inspiration that the Laboratory made and devised the methods that gave a new literature to psychology in the field of mental deficiency; its causes and consequences; the identification, training, care, and education of mental defectives; and the social responsibility for their welfare.

As a result of a trip abroad to acquaint himself with psychological research in Europe, Dr. Goddard recognized the important work of the French scientists, Binet and Simon. Following translation, verification and revision, the Laboratory introduced into the United States the "Binet-Simon Measuring Scale of Intelligence," starting its use as the basic mental measurements in this country.

The scales prepared the way for those group tests devised in 1917 at The Training School for testing our American forces in World War I. Of this work in which Dr. Goddard took part, he later wrote: "The knowledge devised from testing of the 1,700,000 men in the Army is probably the most valuable piece of information which mankind has ever acquired about itself."

Among the many books Dr. Goddard authored was "The Killikak Family: A Study in the Heredity of Feeble-Mindedness." Published in 1912, it became almost immediately a scientific classic, known wherever the influence of heredity as a cause of mental growth is taught.

Among his other important books are: "Feeblemindedness," "The Criminal Imbecile," "School Training of Defective Children," " Psychology of the Normal and Subnormal," "Human Efficiency and Levels of Intelligence," "Juvenile Delinquency," and "How to Rear Children in the Atomic Age." In addition to many articles, he also contributed to the New Century Dictionary, Encyclopedia Britanica, and Warren's Dictionary of Psychology.

Following twelve years (1906-1919) as Director of Research at The Training School, he became Director of the State Bureau of Juvenile Research for Ohio, then in 1922 became Professor of Abnormal Clinical Psychology at Ohio State University until his retirement sixteen years later.

A native of Vasselboro, Maine, he received his B.A. and M.A. from Haverford College and his Ph.D. from Clark University. Honorary degrees were awarded him by Haverford, LL.D.; Ohio State, LL.D.; and University of Pennsylvania, Sc.D.

The staff of The Training School joins in paying tribute to this great man. He has led and we are proud to follow.

# "To Study The Causes"

The establishment of a Research Department at The Training School at Vineland, New Jersey, in 1906, later often called The Vineland Laboratory, was one of those little incidents in history which exercise profound influence on social progress. The particular consequence, as events, in the Laboratory's human welfare. To recite such specific details ued in the full perspective of advancing all history are well known though often not val- as the widespread publicizing and employment of the Binet-Simon Scale, the eugenic significance of The Kallikak Family, the particular studies of the characteristics, causes and consequences of "those whose minds have not developed normally" — all these are mere threads in a general pattern of more deeply meaningful ramifications.

Some day the far-reaching ripples of these drops in the bucket of human understanding and betterment may receive a full mead of recognition. Suffice it now that forces were set in motion in so many directions that it is difficult to comprehend how such tiny impulsions could create momentums so powerful and long-continuing.

What concerns us now is our endearing devoir to the man who implemented these events — Henry Herbert Goddard. Called from academic obscurity by Edward R. Johnstone as his impresario, stimulated further by such intellectual humanitarians as Earl Barnes, financially aided by far-sighted philanthropists like Samuel Fels, cheered along by those bon hommes of scholarship and scientific adventure who with affectionate whimsy dubbed themselves The Feeble-Minded Club — these and many more "braces" gave Dr. Goddard the wherewithal to exercise his fertile imagination and zealous strength. Kind, generous, modest, humble, as befitted his Quaker concerns, he followed an extraordinarily fertile course in remarkably expanding areas.

Nor should one limit the inventory of his achievements in his brief twelve years at Vineland to his scientific publications alone. Much of his productivity was released through unpublished public lectures, classroom teaching, professional conferences and tours. Much of it never became even so articulated. Still more important was the influence of his personal impact on people as colleagues, student associates, men of affairs, parents, teachers, and the very "children" of the Training School. Fun-loving, never lacking appropriate anecdote or amusing tale, mountain-climbing enthusiast, tennis fan, traveler — his mere presence brought children running, students looking over their shoulders, friends going out of their way to join him.

At this time one thinks not so much of his leaving us as of how inestimably he remains among us and continues to affect our lives and aspirations. Not one of us but employs or is the beneficiary of his influences on education, psychology, social pathology and scientific inquiry. To paraphrase bits of William Cullen Bryant's **Thanatopsis,** Dr. Goddard did indeed in his love of Nature hold communion with her manifold forms and listened to her various languages diligently and perceptively. And his later years were truly sustained by that unfaltering trust and by the dreams he had made come alive through his love of all people.

Edgar A. Doll

DR. EDGAR A. DOLL, *close friend and colleague of Dr. Goddard, was Director of Research at The Training School from 1925-1943 .and from 1944-1949.*

# A Note on Mixed Summer Camping With Retardates And Nonretardates[1]

ROBERT M. ALLEN, Ph.D.

Summer camping for the mentally retarded youngster is a somewhat neglected phase of experimentation and observation. The age range from 8 to 15 is the usual period during which children initiate and continue summer camp experience. There are relatively few public and private summer camp facilities for the mentally retarded. Most camps are neither equipped nor desirous of handling the retardate. The reasons may be due to a lack of an adequate appreciation of the needs and abilities of the intellectually handicapped child and/or a lack of trained and interested camp personnel. There are not many nonprofessional camp owners who can cope with the unique problems of this specialized camper population — the mentally retarded child.

This paper is restricted to the author's observations of retarded and nonretarded children residing in a summer camp for a four-week period. The nonretarded group consisted of three boys and two girls ranging from 7 to 12 years of age. The retarded campers included three boys and two girls 8 to 12 years. While not exactly matched for mental ages, there was sufficient intellectual overlap for the ten youngsters to give the impression that a single activity schedule could be planned for both groups.

The results did not warrant this expectation. Somehow there was little voluntary and spontaneous mixing between the normals and the intellectually handicapped children. What little conjoint activity there was could be attributed to the counselors' persuasion for total participation or to occasional lulls in scheduled activities that brought the children together in small or large groups.

During the first week of the four-week session, much of the time was spent in becoming accustomed to the new routine of camp life. Both groups were busy with unpacking and putting clothing in place, learning how to make beds properly for daily inspection, acquainting themselves with the gross outline of the camp schedule, and with the matter of arriving at a general definition of social roles in this new microsociety. The impact of these activities was harder for the retarded children. Coming, as they did, from middle class homes with the concomitant parental anxieties usually reflected in dancing in attendance upon the handicapped child, the new situation called for a reappraisal of the relationship with adult non-parental parent surrogates. The counselors devised and taught limits as part of the activity of daily living schedule, such as: enforced bed time (there was no difficulty in getting up and dressing on time); eating all the food the camper placed on his or her plate at meal time; participation in activities unless excused by the camp nurse or physician; and generally submitting to (kindly but firm) discipline not usual in the home.

The mechanisms resorted to by the youngsters in both groups to by-pass the rules were testimony to the deviousness and complexity of motivated human behavior. Exploratory probing and testing of the limits were common to the entire camper population. One retarded youngster, for example, refused to go to bed at 8:30 p.m. the first night unless the counselor agreed to lie down in his own bed. He demanded this, as he explained, because at home either his father or mother customarily put him to sleep in this manner. This first night he cried bitter but dry tears. On the fourth night he crept into bed with a verbal protest and a whimper. By the end of the week he was protesting the sleep-preventing conversation of his cabin mates. All without the counselor's presence!

Once roles had been individually determined, the children settled down to the activity program. The counselors were able to report at staff conferences the beginning of the gap between the retardates and the nonretardates as groups. The divergence was notable in two areas: intergroup cohesion, i.e., as between the retarded and nonretarded campers; and the individual's participation in the activities.

With regard to intergroup cohesion, an informal sociometric description of camper to camper preferences disclosed two distinct groupings. The retarded preferred the company of the other retarded children to the almost complete exclusion of the normals. A secondary dichotomy within each group revealed sociographic distribution along sex lines. This latter may be ascribed to the age differ-

DR. ROBERT M. ALLEN *is Professor of Psychology, University of Miami, Coral Gables, Florida, and serves as Psychology Consultant for the United Cerebral Palsy Clinic of Miami.*

ences between the boys and girls. During the last week of the session the retardates and nonretardates were taken to the arts and crafts hall separately. There was slight persuasion necessary to get the entire camp population into active field games as a single unit. Even then it was wise to pit retardate against another retardate. In the quiet games period the division along intellectual lines was most evident. Only at the waterfront area was there spontaneous total group play. Some of the retardates were more accomplished swimmers than the nonretardates, and they took advantage of these opportunities to exhibit their skill to all.

Individual activity participation turned out to be a marked idiotypic affair. Very early in the arts and crafts, Indian lore, and dramatic play programs, individual differences became evident. The normals completed their projects and learned their parts quickly. Their interest in these activities waned quickly, and the counselors were unable to give them the requisite time for further projects. They were occupied with bringing the retardates to the point gained by their intellectually superior peers. The repetitiveness of the tasks and the minute concreteness of the instructions led to early boredom on the part of the normals. It was not too long before they drifted away from the arts and crafts hall and actively refused to join the retardates in their musical play rehearsals. They formed small play groups of their own and/or indulged in roughouse activities that required the intervention of the busy counselors.

The final results showed that all the youngsters could complete the camping period with similar accomplishments. All achieved the minimum arts and crafts projects and participated in the musical play. The nonretardates, however, arrived at this goal much earlier and more definitely bored than the retardates. The latter were kept busier and happier for the greater part of the four-week session. They were able to report to their visiting parents that they were completely absorbed in the fun and in the things to do. Incidentally, they all lost weight because of controlled diet and restricted food intake. This was attributed to greater personal happiness and to the scheduled meal and snack time which permitted no between-meal nibbling of any kind. In the instance of the retardates, instructions from the family physicians and the families themselves were to this very point, that the youngster return home a bit less obese than upon leaving the home for camp.

The general conclusion from this mixed retarded and nonretarded camping experience is that a unified program for these two groups is not efficient and segregation occurs. The retarded gain from a camping experience and do not seem to be concerned about the spontaneous grouping. For many of these children it is most probably the first opportunity they have had to learn to do for themselves and to show as much continuing independence as possible. The youngsters learn camp routine, take special delight in leading songs at the flag raising and at the cook-outs, and in pronouncing grace at mealtime. Going to bed under the supervision of only one counselor proves to be an experience in self-help and in self-direction. These non-intellective intangibles show up remarkably well in the pre-and post-camp comparison of counselors' observations.

As a matter of practicality, the mentally retarded children benefit from a stay at summer camp by being with his own intellectual-peer group.

1. These observations were carried out at Mountainview Camp for Exceptional Children at Nacoochee, Georgia. The opinions expressed are those of the author only and are not necessarily those of the staff or he Board of Directors of Mountainview, Inc.

# A Method for Measuring Educability in Severely Mentally Retarded Children: A Preliminary Study[1]

HELEN SCHUCMAN, Ph.D.

This is the first of three articles which describe an experiment in the educability of the severely mentally retarded child. Part I states the purpose of the study, and describes the procedures and the subjects. Part II will present and discuss the results. Part III will include the summary, conclusions, and implications.

## PART I

### The Purpose of the Study

The purpose of the study was to investigate the relations of learning gains and training transfers to educability. Subjects were given a series of tests, trained to the correct responses, and retested to permit measurement of learning gains. The tests were then administered under altered conditions, so that transfer of training might be studied. It was hypothesized that the educability of the severely mentally retarded child may be inferred from his responses to learning situations designed to study abilities vital to all education; namely, the ability to profit from instruction, and to transfer the training to other situations.

### Procedures

#### The Construction and Development of the Tests

The following criteria were used as guides in the construction of the tests:

1. Tests should be within the abilities of the subjects.
2. Performance should depend on abilities sufficiently well developed at the age levels of the subjects.
3. Tests should be suitable for brain-injured subjects.
4. Tests should appeal to the subjects.
5. Performance should depend minimally on previous experience.
6. Tests should not depend on verbal instructions.
7. No verbal or manipulative responses should be required.
8. Tests should be short enough to hold the subject's interest.

The following attempts were made to meet these criteria in constructing the trial battery: A review of the literature, as well as the experimenter's observations of the children, suggested that imitation, memory, and abilities to make gross shape, color, and size discriminations would be suitable areas for the abilities and age levels of the population. Several tests were included in each of these areas, so that only the better ones need be retained.

To make the tests appropriate for brain-injured subjects, materials were tri-dimensional and all surfaces were dull. There were no time limits. Only very simple responses, such as the choice of a particular object, were required, and materials were placed far enough apart so that a gross motion of hand, arm, or body sufficed. Tests were presented on a cloth of medium gray. Materials were painted black, white, and other shades of gray.

In the search for interesting material, standard test materials were studied. The experimenter also noted toys which seemed to be specially favored by the children. A tentative list of materials was then drawn up, and samples were made. These were included with other toys, and were presented to a group of severely mentally retarded children to see which samples would be spontaneously selected.

For minimal dependence on past experience, tests were sought which contained in themselves the experiences necessary for performance, or which might reasonably be assumed to come within the experiences of all of the subjects. In view of the common verbal and manipulative difficulties of the population, instructions were chiefly in pantomime, no verbal responses were required, and the experimenter manipulated the test materials for the subject, if necessary. Only short tests were considered as acceptable. The preliminary test battery consisted of 9 tests, yielding 44 scores.

#### Preliminary Experimentation

Four pilot studies were conducted, each using ten subjects. The chief aim was to bring the tests into increasing conformity with the criteria listed above. Various types of training procedures, and several transfer situations for each of the tests, were tried out. Appropriate delimitations for the

1. These articles are part of a Ph.D. dissertation done at New York University. The author is indebted to her committee, her consultants, and especially her chairman, Professor John G. Rockwell. She also thanks the Association for the Help of Retarded Children, and the Shield of David Institute for Retarded Children for their cooperation.

subjects by age, time spent in school, and intelligence were also estimated during the preliminary experimentation.

### The Final Test Battery

The final battery consisted of five tests. Each test was administered three times, yielding a pre-training, a post-training, and a transfer score. Fifteen scores were thus obtained for each subject. The five tests are described below.

I. The "buttons test" was chiefly a test of imitation and memory. Two clear plastic boxes were placed before the subject. The experimenter demonstrated the correct responses, dropping large white buttons into the boxes in a specified order. The subject was then directed to imitate the demonstrations. Buttons were presented singly for the first items, and then in groups of increasing numbers. The test contained five items. For a correct response the subject was required merely to chose the proper box for each button presented, the examiner inserting the buttons at his direction, if necessary. For the transfer situation the actual demonstration was omitted, the experimenter this time pointing from the buttons to the boxes, with suitable pantomimic instructions.

II. The "music box test" was largely a test of brightness discrimination. In pretest demonstrations, the subject was shown that only the black music box could be played, while other boxes painted white or various shades of gray could not. The black music box was then presented to the subject, along with white and gray boxes used in increasing numbers. There were six presentations. A correct response required only the selection of the black music box, the examiner turning the handle for the subject if he could not do so himself. In the transfer situation music boxes of a different shape and size were used in place of the original ones. Again, only the black box could be played, and test procedures remained unchanged.

III. In the "imitation test," a second test of imitation and memory, the experimenter first demonstrated the correct response for each item by striking the table, giving a different number of strikes each time. The subject was then asked to imitate the demonstration. There were five items. The response was considered correct if the subject indicated, by any method at his disposal, the correct number of strikes for the particular item. The experimenter completed the response for him if he was unable to do so. In the transfer situation, the items involved striking the vertical surface of a wall instead of the horizontal surface of the table.

IV. The "egg test" was primarily a test of size discrimination. White wooden eggs of graduated sizes, each with a removable cover, were used. A lure was placed in the largest egg, which was then presented to the subject with other eggs of various sizes. There were six presentations. Eggs were used in increasing numbers, with the differences in size between the largest egg and those placed next to it becoming increasingly less. Choice of the largest egg was the only response required. Black eggs were used instead of the white ones for the transfer situation, the test being otherwise unchanged.

V. The "light test," a test of shape discrimination, made use of a gray wooden box, with a window cut along each of the sides. Large black knobs of various shapes appeared on each side of the box, each group including a single rectangular knob. A series of flashlight bulbs, placed behind the windows, lit when the rectangular knob was pulled. The other knobs were "dummies." After preliminary demonstrations, the subject was presented with each side of the box in turn, being instructed to light the windows. There were eight items, each side of the box being presented twice. Choice of the rectangular knob was the only response required, the experimenter pulling the knob if the subject could not do so. A second box, with white knobs in place of black ones, was used for the transfer situation.

### Administration and Scoring

Subjects were tested individually. The three administrations of each test were completed before the next test was begun. Training was done by repeated demonstrations by the experimenter, followed by repeated imitations of the demonstrations by the subject. Each test administration was scored separately, the subject being given one point for every correct response. Fifteen scores were thus obtained for each subject. The average time required for administering the battery was about twenty-five minutes. Most of the subjects could be tested in one session, with short "breaks" allowed between the tests. Some of the more distractible children had to be tested in several sessions.

## The Subjects

### The Selection of the Subjects

Subjects were recruited from, and tested in, special training schools for mentally retarded children in the Greater New York area. Subjects were used only if the following information was available: age, sex, time spent in school, medical re-

ports, psychological evaluations made within the year, teachers' ratings, and psychologists' estimated IQs.

A five-point rating scale was used for the teachers' ratings, which were obtained from the child's current teacher. Estimated IQs were determined by the staff psychologist, who had, in all cases, evaluated the child within the year. The estimates were based on the scores of whatever standard tests could be used with the particular child, a careful analysis of his test performance, and the psychologist's observations and evaluations of the child's level of functioning. In every case at least one standard test had been administered. In many cases as many as four or five were available, and in some cases even more.

Estimated IQs were used as the measure of the subjects' intelligence level for this reason: Pearson product-moment correlations were performed to inter-correlate the scores from the three measures obtainable for all of the subjects; namely, Vineland Social Quotients, teachers' ratings, and estimated IQs. These scores were also correlated with scores from the Revised Stanford-Binet Scale, which were obtainable for 34 of the 52 subjects who comprised the final test population. Estimated IQs showed the greatest commonality with the other measures, correlating .91 with the Binet scores, .85 with teachers' ratings, and .72 with Vineland SQs, all significant at better than the .001 level of confidence. Estimated IQs were therefore chosen as the best over-all measure of intellectual functioning available for the population.

**Screening Procedures**

Each subject's sight and hearing were investigated before he was tested. Medical reports, psychological evaluations, behavior observations by various professional workers, and questionnaires to parents were studied in advance. Professional workers familiar with the child were consulted. If these sources gave no indications that the child suffered from serious impairments of hearing and sight, the experimenter undertook further screening procedures for the specific purposes of the tests.

Before the subject was brought into the testing room, a number of the smaller materials were distributed about on the table, covering approximately the area to be used for testing. If the child picked up the materials, reached toward them, or glanced from one to another, it was assumed that his sight was adequate for test purposes.

The child's responses to remarks made by the experimenter, when standing in various positions behind him, were noted. For tests involving sound in the materials or procedures, the sounds were made in several positions outside of the child's range of vision. If the subject turned, reached, or looked in these directions, it was assumed that his hearing was sufficient for purposes of the tests.

**The Final Test Population**

The final test population consisted of 52 non-institutionalized subjects, attending special training schools for mentally retarded children in the New York metropolitan area. Their estimated IQs ranged from 12 to 52, with a mean of 33.73. Their ages ranged from 5-6 to 7-12, the mean being 8-10. They had been in school for periods ranging from 1 to 37 months, with a mean of 13 months. There were 35 boys and 17 girls. All of the subjects were medically declared to suffer from physical conditions known to produce mental retardation, such as mongolism, hydrocephaly, cerebral agenesis, and cerebral palsy. Twenty-nine of the subjects were medically stated to be brain-injured.

(Ed. Note: The later articles will discuss the need for furthering research with the tests, including validation of the battery against classroom achievement. New York University has applied for a grant for this purpose.)

# A Report on Community Care for the Mentally Retarded in Oldham, England

PETER STEPHENS

In 1927 an act was passed in England authorizing Local Health Authorities to provide day schools for mental defectives out of Public Funds. Since this time many of these schools have been established in the British Isles and are proving to be an effective way of controlling the problem of mental deficiency within the community. Most towns in England have at least one such school situated within their area — and these schools almost invariably have a long waiting list for admission. At the moment, not all of them have adequate facilities. Many are housed in buildings that are unsuitable for the purpose of training retarded children, such as church halls or converted houses. However, transport to the school, tuition, materials and morning milk are provided free, and each child is supplied with a substantial midday meal for a nominal charge.

These schools are designated 'Occupation Centres' and their purpose is to ensure effective training and supervision for those children who are considered "Ineducable", i. e., unable to benefit from instruction within the normal educational system. These centres are controlled by the Local Health Authority and are under the charge of a supervisor who is usually a specially trained person. He directs the training, plans the program, and in short carries out the usual duties of any head teacher.

The number of children in these schools varies from area to area, but a mean figure would be approximately 40-45.

In Oldham, Lancashire, a system is being established whereby provision may be made for every retarded child in the community. This plan helps minimize the need for costly institutional care and aids in circumventing the problem of the extremely long waiting lists for most institutions. Under the leadership of the Medical Officer of Health and the Local Health Authority in Oldham, provision for the retarded has been set up at three levels:

1. A day creche (nursery) is maintained for those in need of purely custodial care, helping to relieve the tremendous responsibility of the parent for a few hours each day. During this time the children receive, where possible, training in meeting personal needs, e. g.: toilet-training.
2. An Occupation Centre for those children below the age of 16 who are in the "Trainable" category. (This is discussed in detail below.)
3. An Industrial Centre for those children of 16 and over who at this age are transferred from the Occupational Centre.[1])

The Industrial Centre is divided into two sections, one for males and one for females. A variety of occupations is taught the pupils, the primary aim being to train those who are intellectually, emotionally, and physically capable to a level where they may go into outside employment of a simple nature. For those who will never be able to take up normal work, every effort is made to provide them with employment in a sheltered environment where they may work slowly without the stresses and difficulties found in the competitive atmosphere of a factory.

The aim of the Oldham Health Authority is to make the Industrial Centre self-supporting as far as possible, so relieving the burden on the tax payer. To this end, some local firms have supplied work of a simple and repetitive nature in which time is not an important factor, such as wire netting, envelopes, carrier bags, etc. In addition to these and other occupations, a small chicken farm has been started.

In time it is the goal of the Oldham Health Authority to develop a program to aid the pupils in participating in an active social life. Plans for the present are to provide a hall for after-duty fraternization, then later to build a hostel for those defectives within the community who are homeless through death of relatives or any other such causes.

The Occupation Centre in Oldham consists of a single story pavilion type building standing on about an acre of ground. In 1956 it served about 40 pupils who were brought in daily by the local am-

PETER STEPHENS *is a teacher-intern at The Training School, Vineland, New Jersey. He was formerly Supervisor of the Occupation Center for Mentally Retarded in Oldham, Lancashire, England.*

bulance service in station wagons. The pupils' mental-age range from 3-8 years, chronological age range from 5-39 years. The staff consisted of the supervisor, two teachers and one domestic helper, as well as the services of a psychologist for one half day per week. The psychologist served in the capacity of a tester and diagnostician.

The program was planned in recognition of the facilities which would be available for the pupils at the Industrial Centre when they attained the age of 16. The program, at the lowest level, was aimed at socializing the pupils, attempting to make them competent in the areas of washing, dressing, toilet-training, buttoning, eating, etc. A "Vineland Social Maturity Scale" completed on each child in the Centre was exceedingly helpful in determining the areas in which the child needed assistance.

On the next level, the attempt was to give them training in simple skills, such as sweeping, dusting, and crafts at a developmental therapy level. Lastly, we tried to give normal school work to those children capable of receiving benefit from academic work. In this area the emphasis was entirely on the basis of the particular use it would be in later life. For example, they were taught counting, simple addition and subtraction, money values, making change.

Three classes were organized: Junior, M.A. 3-5; Intermediate, M.A. 5-7½; and a class of Senior Girls with a chronological age range of 16-39 and a mental age range 5-8½. This latter class subsequently formed the nucleus of the Female Industrial Centre when it opened recently. The girls needed a minimum of supervision and could be left to work alone most of the time.

Subjects and activities such as speech training, sense training, painting and drawing, modeling in clay, country dancing and crafts were part of the normal curriculum of the Intermediate and Junior Classes. It was found that many of the pupils needed individual therapy in order to develop their full capabilities. Because it was not economically feasible to employ more staff, a specialized environment was developed to realize the highest potentialities of the retarded child, known as "sub-group". These sub-groups covered the areas of arithmetic and money values, gardening, cookery, special training and domestic training. This method enabled children with a similar ability or disability to be drawn from each of three classes at certain times to receive specialized instruction. The idea was found to work well, and a notable improvement was seen in many of the children.

The daily program was as follows. At 9:45 a. m. the pupils would arrive, and after a short inter-denominational religious assembly, they would disperse to classes. The lunch hour was from 12:00 to 1:00 p. m. Following lunch the Junior Class had a rest hour, the Intermediates a free play session, and the Senior girls were engaged in domestic activities.

At 1:45 p. m. classes reconvened, lasting until 3:40 p. m. All pupils then met in general assembly where, following a short religious service, individuals were encouraged to discuss the day's activities and join in group singing. They were returned to their homes about 4 p. m.

During the year a local welfare organization provided money and facilities for outings and parties. Use was made of the various festivals such as Thanksgiving, Christmas, Easter, etc., for projects.

Contact between the school and community was maintained through an active parents' group.

In conclusion, it is being found in Oldham that more children can be spared many of the problems faced in the transition to an institutional environment. More importantly, many of them are able to find a useful place within the community and enjoy a measure of independence and self-respect.

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1. In England those children in the "Educable" category are kept within the normal school system in "Special Schools" until age 16, and then notified to the Local Health Authorities as being in need of "care and supervision." Therefore, joining the "Trainable" children at the Industrial Centre are those in need of further training from the Special School.

THE TRAINING SCHOOL
VINELAND, N. J.

SECOND CLASS MAIL

Form 3579 Requested

## HENRY H. GODDARD

I met Dr. Goddard on his eightieth birthday. He had driven east to Ohio and thence to his old home in Maine.

From there he drove to Vineland, had his fender side-swiped fifteen miles before reaching us, spent the afternoon with us and proceeded to Philadelphia for an honorary degree.

This was some ten years ago, but since then his writings have had a breath of life of a strong man whenever I have read them. A giant has left us, but his footprint is still large in the sands of our times.

## SUMMER RECREATION

Recreation is one of those things everyone agrees upon and many promptly forget. It is accepted for good health, both physical and mental, but so many other activities seem more serious at the time that recreation, like our poor relatives, tends to be neglected. In a residential setting where children live the entire twenty-four hours of the day, programs include recreational activities in varying amounts, but again these do not always receive as much attention as they deserve.

Recognizing the great influences recreation can have indirectly as well as directly on the morale and happiness of our group, we have gradually increased this phase of our program both in amount and in emphasis. Summertime means outdoor fun and games. But summertime, customarily, becomes disjointed by the termination of formal educational programs and by individual vacations. In vocational areas, especially in farming and construction, life becomes much busier, tending to utilize to the full the services of any children training in these areas and this, too, adds to the irregularity of life in this period of the year.

With this in mind, a few years ago we established a special summer camp and recreation program augmenting our own staff with a number of college students. Although this was meant for our resident children, it soon attracted others, some of whom were on vacation from other schools and some evidently directly from home for the first time. Each summer the program has included more children. Besides usual games and camping, crafts and remedial work were included. Some of this is described in this issue.

Apparently, in summertime retarded children enjoy the same sort of programs as do normal children and have the same fun and enthusiasms, which suggests that retarded children may be more normal than we sometimes give them credit for being.

## THERAPY

No one will question the therapeutic effects of good cottage life and healthy out-doors activities in a resident center. They aid any direct therapy and frequently limit its necessity or even make it unnecessary. Yet, in light of all this, it never fails to impress us when it succeeds. Often children come to us with records of hyperactivity or moderate disturbance. Some respond to direct psychotherapy, some do not respond at all. But the eternal miracle that never fails to let us see a bit beyond the curtain of ignorance repeats itself whenever some seem to respond from just living in an atmosphere of peace, friendliness, and doing something that someone thinks is worth while. Is it merely because these are "milder" cases, or is the combination of right atmosphere and right people greater than the sum of its parts? Can the sum total of all this be rendered down to professional descriptions? Or is there a touch of something greater than all of us in this setting? The closer that professional techniques approach and provide the satisfactions basically needed by the primitive homo sapiens in all of us, the more successful they become. Good home life, good friends, and good activity can provide and often produce the results we look for from more direct professional effort.

W. J.